DOCUMENT RESUME

ED 442 693 SO 031 552

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TITLE	Global Perspectives on Fast-Food History.
INSTITUTION	American Forum for Global Education, New York, NY.
PUB DATE	1999-00-00
NOTE	26p.
AVAILABLE FROM	The American Forum for Global Education, 120 Wall Street, Suite 2600, New York, NY 10005. For full text: http://www.globaled.org/curriculum/.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Cross Cultural Studies; Current Events; *Economics; Economics Education; Environmental Education; Franchising; *Global Approach; Government (Administrative Body); High Schools; Multicultural Education; Social Studies; United States History; World Geography; World History
IDENTIFIERS	*Fast Foods

ABSTRACT

This social studies curriculum unit teaches students in grades ten through twelve about the history and current impact of the fast food industry. The unit uses a topic familiar to students to foster critical thinking about history, geography, government, and economics. Lessons cover the origins of food, highlighting the Colombian Exchange; the growth of the soft drink industry; and the impact of fast food on various areas of one's life, from nutrition to global politics. Detailed student handouts and activity instructions are provided along with an extensive teacher's guide. (Contains 26 references.) (RJC)

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ED 442 093

Global Perspectives on Fast-Food History

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http://www.globaled.org/curriculum/ffood.html

SO 031 552

1999

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Global Perspectives on Fast-Food History

Grade Level: 10 -12

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Activity #1: Where Did Our Food Originate?

Introduction

Most foods were domesticated in prehistoric times by Stone Age peoples. This activity helps students gain an understanding of point of origin and domestication, as well as an understanding of the debt that we owe to our early ancestors.

Objective

- To understand the concepts of point of origin and domestication.
- To understand that the food we eat originated in other places and times.

Materials

A cheeseburger and a cola (or other foods) purchased from a local fast-food chain; a map of the world; access to an encyclopedia (in the class, school library, on-line or at home); you may wish to purchase or request that your school library acquire Reay Tannahill' s Food in History (New York: Crown, 1988). It is the single best history of food.

Procedures

Place the food on your desk. When the class has begun, take each item out of its packaging. Ask students if they have ever consumed these foods. The majority will report that they have done so, and some will report that they eat them regularly. Some students may report that they don't eat these foods due to religious restrictions, health concerns, or ethical reasons. Others may not for reasons of taste.

Ask students to list the components that go into making cheeseburgers and colas. List these ingredients on the chalk board. Brainstorm or examine the food products. Have students look up ingredients listed in Handout #1.

Ask students to identify the geographic area of origin or domestication of each ingredient. Most students will have no idea, but encourage students to make guesses. Ask students to copy the list of products from the chalkboard. Assign groups of 3 or 4 students to find out when and where

each product originated or was domesticated. If you have resources in the classroom, this can be an in-class activity; if not, request that students go to the library to seek answers or use the Internet if they have access. Please note that not all products have a single point of origin (such as salt). Some products have one point of origin and another point of domestication (such as the tomato which originated in South America, but was domesticated in Central America). For some foods, their points of origin and domestication are unknown or disputed. After students have conducted their research, have them report on their findings. Distribute Handout #l and discuss differences where appropriate.

Suggestions for Further Reading

Achaya, K. T. *Indian Food: A Historical Companion*. Delhi: Oxford University Press, 1994.

Anderson, E. N. *The Food of China*. New Haven and London: Yale University Press, 1988.

Chang, K. C. ed., *Food in Chinese Culture: Anthropological and Historical Perspectives*. New Haven and London: Yale University Press, 1977.

Root, Waverly. *Food: An Authoritative and Visual History and Dictionary of the Foods of the World*. NewYork: Simon and Schuster, 1980.

Rozin, Elizabeth. *The Primal Cheeseburger: A Generous Helping of Food History Served Up on a Bun*. New York: Penguin Books, 1994.

Toussaint-Samat, Maguelonne. Trans. Anthea Bell. *History of Food*. Cambridge, MA: Blackwell Publishers, 1992.

Trager, James. *The Food Chronology. A Food Lover's Compendium of Events and Anecdotes, From Prehistory to the Present*. New York: Henry Holt and Company, 1995.

Pendergrast, Mark. *For God, Country and Coca-Cola*. New York: Scribners. 1993.

Activity #2: Dissemination of Food Products to the United States

Introduction

While the cheeseburger and cola were purchased locally, not one of the vegetables or animals used in making them originated in or were domesticated in North America. Since the last Ice Age did not end until 10,000 years ago in North America, few foods originated or were domesticated in what is today the United States. The main exceptions are blueberries, sunflowers, cranberries and Jerusalem artichokes. Hence, most of the foods that we eat arrived from Europe, Africa, Asia, South America or Mesoamerica. This activity helps students understand some of the historical events and trends that contributed to what we eat today.

Objective

- To understand the variety of historical events and conditions that contributed to the introduction of foods into the present-day United States.

Materials

A world map; a large sheet of acetate over the map; markers.

Procedures

Using Handout #l as a reference ask students about the probable geographical origins of the foods listed. Students should observe that none of the foods on this list originated in the United States, while many foods originated in Asia, Mesoamerica and South America. Ask students why this might be. There are several possible answers. In the Old World, the Neolithic Revolution began in the Middle East and Asia, and later moved to Western Europe. In the New World, the Neolithic Revolution began in Mesoamerica and South America, and later spread northward.

Ask the students how these products that originated elsewhere were brought to the United States, and discuss possible ways these foods were disseminated into the United States. Depending on available time and resources, you may ask students to verify their answers by conducting research, or distribute Handout #2 for students to read. From the points of origin or domestication previously identified on the world map, now add lines and arrows from these areas to the United States.

Suggestions for Further Reading

Crosby, Alfred W. Jr. *The Columbian Exchange: Biological and Cultural Consequences of 1492.* Westport, CT: Greenwood Press, 1973.

Sokolov, Raymond. *Why We Eat What We Eat: How Columbus Changed the Way the World Eats.* New York: Simon & Schuster, 1993.

Viola, Herman J. and Carolyn Margolis, eds. *Seeds of Change: Five Hundred Years Since Columbus.* Washington and London: Smithsonian Institution, 1991.

Activity #3: How Cultures Combine and Disseminate Foods

Introduction

Botanists report that over 15,000 plants or parts of plants can be consumed by humankind. From this great potential culinary diversity, most cultures base their cookery on a few dozen plants. However, cultures that base their food on similar foods produce very different food products. Wheat, for instance, can be used to make hamburger buns, pasta, tortillas or alcohol. Despite this diversity, the foods we eat have been influenced by other cultures at different times. Our examples, cheeseburgers and colas, contain component products that have been affected by many people in different times.

Objective

- To understand how foods are combined and disseminated from one culinary heritage to another.

Materials

World map used in previous activities and Handout #3.

Procedures

Ask students to identify the compound or manufactured products in Handout #1. This list should include items such as bread, cheese, ketchup, mustard, mayonnaise, etc. Discuss when these products were first made and where. Either assign students the research task of looking up each of these listed products or distribute Handout#3. Assign students to answer the questions: Who manufactures this product today? How is it made today? What are the components that go into the commercial product? Students can find out information from parents, encyclopedias, or by examining products in their homes or local grocery stores. Ask students to bring in labels from various products to demonstrate the various products used in processing or manufacturing foods. Commercial products contain a large number of "other ingredients" including emulsifiers, flavor enhancers and preservatives. If you wish to explore "additives" you might wish to acquire a book containing descriptions of these products, such as Ruth Winter' s A Consumer's Dictionary of Food Additives: Definitions for the Layman of Ingredients Harmful and Desirable Found in Packaged Foods, with Complete Information for the Consumer.

Suggestions for Further Reading

Farb, Peter and George Armelagos. *Consuming Passions: The Anthropology of Eating*. Boston: Houghton Mifflin Co., 1980.

Vassar, Margaret. *Much Depends on Dinner: The Extraordinary History and Mythology, Allure and Obsessions, Perils and Taboos of an Ordinary Meal*. New York: Collier Books, 1986.

Activity #4: Fast-Food and Soft Drinks Conquer America

Introduction

Global education is not simply the study of our connections with others around the world. It also examines trends that affect our lives and those of others. These trends include the rapid growth of soft drinks and fast-food in America. Through the sales and consumption of soft drinks and fast-food, Americans have created and maintained multi-billion dollar businesses.

Objective

- To understand that what students do in their daily life affects the lives of others throughout the United States.

Materials

Copies of Handout #4 and Handout #5.

Procedures

Ask students to list the various fast-food establishments in your local area. Ask them how often

they visit fast-food restaurants. Distribute Handout #4. Ask students to describe the history of McDonald' s. Why has McDonald's been successful? Why have other fast-food chains been successful? How do fast-food establishments impact our lives? As a research project assign students to research the histories of other fast-food chains such as Kentucky Fried Chicken, Pizza Hut, Taco Bell, Sbarro's, Popeye's, Charley Chan's, etc.

Distribute Handout #5. Ask students to describe the histories of Coca-Cola Company and PepsiCo. Ask them why these companies have been successful. What world events influenced the histories of Coca-Cola and of Pepsi-Cola? Students should mention such events as the passage of the Food and Drug Act in 1906; the stock market crash in 1929; World War II, etc. Ask students how these events might have influenced other businesses in America. As a research project ask students to research the history of other soft drink or beverage businesses, such as Welches, Hires, Seven Up, etc.

Suggestions for Further Reading

Boas, Max and Steve Chain. *Big Mac: The Unauthorized Story of McDonald 's*. New York: A Mentor Book, The New American Library, 1977.

Kroc, Ray with Robert Anderson. *Grinding It Out: The Making of McDonald's*. Chicago: Henry Regnery Company, 1977.

Love, John F. *McDonald's: Behind the Arches*. New York: Bantam Books, 1986.

Tennyson, Jeffrey. *Hamburger Heaven: The Illustrated History of the Hamburger*. New York: Hyperion,1993.

Activity #5: Nutritional Aspects of Soft Drinks and Fast-Food

Introduction

"Tell me what you eat: I will tell you what you are," said the French food philosopher Brillat-Savarin. While you may want to quibble with some implications of his aphorism, none can deny that what and how we eat is an extremely important part of our lives. Despite the significance of food, most of us have little understanding of the influence of food on our lives. This activity focuses on nutritional aspects of fast-foods and soft drinks.

Objectives

- To understand the relationship between food consumption and health.
- To evaluate the potential influence of fast-food on our health.
- To encourage students to take more responsibility in choosing specific fast-food items or the combination of items.

Materials

Copies of Handout #6; copies of books on nutrition.

Procedures

Ask students to list the foods that they eat at fast-food restaurants. Ask students about the nutritional qualities of fast-foods. Using a reference source on nutrition, ask students to count up the amount of calories, fat and salt in the foods that they listed. The nutrition guidelines of the U.S. Department of Agriculture recommend a maximum of 2,400 calories per day for adults, with 2,000 milligrams of sodium, 150-250 milligrams of cholesterol. If you just want to focus on cheeseburgers and colas, distribute Handout #5. You might wish to point out the following relationships among food consumption and health issues:

1. The relationship between calories consumption and weight is complex. In principle the more calories one consumes, the greater will be the gain in weight. Weight gain or loss is mediated by the metabolic rate, which is in turn related to genetic make-up and exercise. The more one exercises, the higher the metabolic rate and the greater will be the burning of calories.

2. The relationship between obesity and several diseases is well established. You might also discuss the other issues related to excessive concern with weight loss that afflicts many adolescents.

3. The relationship between high salt intake and hypertension is strong. Hypertension is a silent disease that shows no outward symptoms, but it can be easily detected by checking blood pressure.

4. The relationships between high cholesterol and heart disease or strokes are also well known. Often, the effects of consuming cholesterol appear only at a later date. Children initiate patterns in youth that will gradually clog their arteries and increase their susceptibility to heart attacks or strokes decades later.

PLEASE NOTE: The intent of this activity is not to make students feel guilty about eating fast-food or soft drinks. Occasionally dining at fast-food restaurants will not cause any harm. In fact, many healthy foods are available at fast-food establishments. For instance, McDonald' s serves no-fat bran muffins, low-fat "McLean" burgers, low-fat milkshakes, salads, and carrot and celery sticks. The effects of eating at a fast-food restaurant also depends on what else the student consumes. The purpose of this activity is to help students become more conscious of what they eat, and understand that what they eat affects their health.

In addition to the sale of health-foods, fast-food chains have been sensitive to a variety of health and environmental issues. For instance, McDonald's has reduced the fat content of its hamburgers, encourages recycling in some restaurants, refuses to buy beef from Brazil, and has switched to more biodegradable coverings for Big Macs and Quarter Pounders. As there are 160,000 fast-food restaurants, it is estimated that the first job for one out of ten Americans is in a fast-food establishment. Research assignment: Ask students to collect advertisements in newspapers, magazines for fast-food and soft drinks. Ask students to examine television stations to find out how many commercials appear on a particular channel between specified hours or days.

Suggestions for Further Reading

Adams, Catherine. Nutritive Value of American Foods in Common Units. Washington, DC: Agricultural Research Service, USDA, 1975.

Jacobson, Michael F. and Sarah Fritschner. Fast-Food Guide. New York: Workman Publishing, 1991.

Activity #6: Mccola Culture

Introduction

This activity is intended to place the soft drink and fast-food experience within the broader context of American culture. American trends at the turn of the 20th century contributed to the growth of the soft drink industry. American trends after World War II produced the conditions in which fast-food establishments thrived. Conversely, soft drinks and fast-food have contributed to America' s growing pop culture and consumer ideology. Without question soft drinks and fast-food have had an astounding influence on us, and are one of the most influential developments in 20th century America.

Objectives

- To understand that what we do in our daily life both reflects our values and contributes to a broader culture.
- To understand that we are influenced by advertising.
- To evaluate the effects of fast-food and soft drinks and American culture.

Materials

Copies of Handout #7 for entire class; collected print advertisements for soft drinks and fast-foods.

Procedures

Show students examples of advertisements for soft drinks and fast-foods. Ask them what messages are conveyed in these advertisements. Ask them how these advertisements might affect their lives. Using the data brought in by students, make up a chart showing the frequency of advertisements as well as their content.

Distribute Handout #7. After students have read the handout ask them why fast-food restaurants have expanded so rapidly in the United States. Potential answers include: 1) fast-food dining fits our flexible life-style that puts a premium on efficiency; 2) low-cost image of fast-food; 3) advertising by fast-food chains; 4) travel by automobile for business and vacation; 5) the attraction of children to fast-food restaurants makes them appealing for harried and overworked single parents or homes in which both parents work; and 6) the dependability and uniformity of fast-food chains.

Discuss with students does advertising contributes to our consumer culture. How are other industries capitalizing on the fast-food industry?

Suggestions for Further Reading

Leach, William. *Land of Desire: Merchants, Power and the Rise of a New American Culture.* New York: Vintage Books, 1994.

Ritzer, George. *The McDonaldization of Society.* Thousand Oaks: Pine Forge Press, 1993.

Shorris, Earl. *A Nation of Salesmen: The Tyranny of the Market and the Subversion of Culture.* New York: Norton, 1994.

Activity #7: Mccola World

Introduction

Frequently American corporations complain that they are unable to operate successfully in other countries due to local and national restrictions. Fast-food chains and soft drink industries, clearly American in inception, have easily penetrated other cultures and nations. The soft drink and fast-food industries are no longer just an American phenomena. This activity focuses on the growing global phenomena of pop-food.

Objective

- To understand the global connections of fast-food and the soft drink industries.
- To evaluate the effects of fast-food and soft drink industries in other countries.

Materials

Copies of Handout #8 for entire class.

Procedures

Distribute copies of Handout #8. Discuss with students why these industries wanted to expand into other countries. Discuss with students why fast-food and soft drink industries have been so successful in penetrating other cultures and nations. In addition to the same answers generated in previous activities (efficient service, etc.), students should understand that soft drinks and fast-food establishments are associated through advertising with many aspects of the pop culture. Discuss how the success of fast-food and soft drinks might influence local and national cultures. What adaptions might these companies make in particular countries? Why might people in other countries oppose the expansion of fast-food and soft drinks? Why might people in other countries support their expansion? Compare and contrast this with views from the United States

Suggestions for Further Reading

Barber, Benjamin. *Jihad vs. McWorld: How Globalism and Tribalism Are Reshaping the World.* New York: Ballantine Books. 1996.

Kahn, E. J., Jr. *The Big Drink: The Story of Coca-Cola*. New York: Random House, 1960.

Louis, J. C., and Harvey Yazijian. *The Cola Wars: The Story of the Global Corporate Battle between the Coca-Cola Company and PepsiCo*. New York: Everest House, 1980.

Martin, Milward W. *Twelve Full Ounces*. Second edition. New York: Holt, Rinehart and Winston, 1969.

Handout #1: The Historical Cheeseburger and Cola

Global Perspectives on Fast-Food History

The Cheeseburger

Food or Food Product	Point of Origin, Domestication of Creation	Approximate Date
Beef	Turkey or Macedonia	6000 B.C.E.
Bread (raised)	Egypt	3000 B.C.E.
Cheese	Inner Asia	Neolithic
Hamburger	Germany	18th Century
Hamburger sandwich	British	18th century
Ketchup	China	Before the 16th century
Ketchup (tomato)	U.S.	19th century
Lettuce	Inner Asia	Prehistoric
Mayonnaise	France	18th century
Mustard	Europe	Prehistoric
Oil (olive)	Mediterranean	Prehistoric
Pepper	South Asia	Prehistoric
Pickle (cucumber)	Inner Asia	Prehistoric
Salt	Necessary of human life	Prehistoric
Tomatoes	Origin, Peru; domesticated in Mesoamerica	Circa 1000 C.E.
Vinegar (grape)	Asia Minor	Prehistoric
Wheat	Asia	Neolithic

The Soft Drink		
Carbonated water	Commercialized in U.S.	19th century
Coca leaf	Peru	Prehistoric
Cola	U.S.	Late 19th century
Kola nut	Africa	Prehistoric
Sugar	Southeast Asia	Prehistoric

Handout #2: Patterns of Food Introductions into the United States

Global Perspectives on Fast-Food History

Very few of the products that we eat originated or were domesticated in the United States. So how did these foods arrive here? Many food products originated in the Middle East and Asia. For instance, pepper and many spices are grown only in India and Southeast Asia. Many spices continue to be imported into the United States.

In turn, many Asian foods could be grown in the Mediterranean or Western European climates. Many Asian foods were introduced into Europe in prehistoric times. Food products consumed in antiquity by Egyptians, Greeks and Romans including bread (wheat), cheese, lettuce, pickle (cucumber), beef, vinegar, chicken eggs, olive oil, and mustard. As Europeans colonized the New World during the 16th century, these products were imported into what is today the United States. None of these products were found in the New World prior to European colonization. All of these products are grown in the United States today, although speciality items are imported.

Another way in which Asian foods arrived in the United States was through the Caribbean. For instance, sugarcane originated in Southeast Asia, and was introduced into India 2,500 years ago. From India sugar was introduced to Persia (today Iran) by 600 CE. Moslem Arabs introduced sugar into the Mediterranean region and to southern Italy and Spain. Europeans introduced sugarcane to the Atlantic Islands, and European explorers, beginning with Columbus, introduced sugar into the Caribbean. The major reason for the expansion of slavery in the New World was to provide labor for the sugar plantations of the Caribbean and Latin America. Today, the United States imports about 50 percent of its sugar needs. Except in Hawaii and Louisiana, domestic production is based on sugar beets, not sugarcane.

Other products came from Africa. The kola nut, for instance, was introduced from Africa to the Caribbean during the 19th century. There is no production of kola nuts in the United States; all kola nuts or related products are imported from Africa or the Caribbean. Other African foods introduced into the United States include the watermelon and okra, a major component in gumbo.

Still other products originated in South America and Mesoamerica. The tomatoes on the hamburger or in the ketchup originated in South America, but were domesticated in Mesoamerica. It is likely that the Spanish first introduced tomatoes into what is today the United States in their colonies in St. Augustine (Florida), Santa Fe (New Mexico), and California. Tomatoes were later also introduced by immigrants from France, the United Kingdom, Ireland, and by slaves from the Caribbean. Potatoes originated and were domesticated in South America, and were introduced by the Spanish in Europe. From Europe, potatoes were brought to British colonies in North America. Other important New World foods had already been disseminated into North America before the arrival of Europeans. These include corn (maize), squash, beans, and turkey, all staple food sources for many Native Americans.

Salt is technically not a food, but it is necessary for human survival. Salt was mined and traded in prehistoric times. It was important for the preservation of food and later for manufacturing gun powder.

Salt was mined in several locations in the United States; many salting operations were launched using salt water from the ocean. As salt is contained in many processed foods, most of us consume too much salt which leads to health complications. High levels of salt are found in cheeseburgers.

Handout #3: Origins of Manufactured Products

Global Perspective on Fast-Food History

The cheeseburger is more than just the sum of is parts. Many components have been combined to make other foods. For instance, raised bread appears to have been first made in ancient Egypt. Raised bread requires high concentrations of yeast added to flour dough. The technique was perfected in the ancient Mediterranean and passed subsequently to northern Europeans. Cheese, the combination of milk and rennet, was a prehistorical creation in the Middle East. Greeks, Romans and other Mediterranean peoples made cheese in a variety of ways, and they passed on these techniques to their successors. Many different types of cheese are available today.

Ketchup, originally a Chinese word (ke-tsiap) meaning a fermented fish or soy sauce, was extensively used in Southeast Asia. The British encountered the sauce in Indonesia and tried to duplicate it upon returning home. Early 18th century ketchups were composed of anchovies, walnuts and mushrooms. Ketchup's main claim to fame was its purported longevity. It could survive for months or years after bottling. British and American cooks experimented with a variety of ingredients, one of which was tomatoes. Tomato ketchup did not become an important condiment in the United States until the late 19th century.

Mayonnaise is a combination of olive oil and egg which probably originated in Roman times. The word mayonnaise is derived probably from the French language in the mid-18th century. The French redeveloped the condiment and introduced it in the United Kingdom and subsequently into the United States. Many different types of mayonnaise are produced today. Vinegar dates from prehistorical times in the Middle East. It is the result of fermenting grapes and other fruits. Vinegar began as a byproduct of ancient wine production. It was common throughout the ancient Mediterranean world and was imported into the Americas by European colonists. Mustard--a combination of mustard seeds with vinegar--was a condiment used by the Romans, but apparently disappeared with the fall of Rome. The French re-introduced the combination during the Middle Ages. Mustard was introduced shortly thereafter into the United Kingdom, and was a product brought by English and French colonists when they settled in the New World.

Ground beef has been consumed since prehistorical times in Europe. The word "hamburger" was first used in Hamburg, Germany in the 18th century, to refer to a particular type of sausage. The combination of hamburger with bread was a British creation. Several late 19th century claims locate the invention of the hamburger in America. Hamburgers were purportedly served at the 1904 World's Fair in St. Louis. They were occasionally eaten at fairgrounds, amusement parks, carnivals and ballparks; hamburgers were also served at some diners, luncheonettes and restaurants. Their major success dates back to the 1920s when fast-food establishments began selling inexpensive burgers. Fast-food chains became even more important after World War II.

Likewise, several products are combined to make up soft drinks. Carbonated water is a naturally occurring combination of carbon dioxide (CO2) and water. It did not become an important commercial product until the 19th century when it was combined with fruit syrups. Soda fountains proliferated in

drugstores and later other commercial establishments during the late 19th century and early 20th century in America.

Although the kola nut was originally a product of West Africa, its combination with soda water and sugar originated in the United States. Coca leaf is a narcotic chewed by natives of South America and used as a flavoring in many late 19th century beverages, including colas. Its use was outlawed by the Food and Drug Act of 1906. Today, spent coca leaves (without the active narcotic ingredient) are used in the manufacturing of some colas. The first cola, Coca-Cola, was invented in 1886 by the Atlanta druggist John Pemberton, who considered it a medicine. It was at first served in drugstores and later in soda fountains and ice cream parlors.

Handout#4: Mcfast-food Conquers America

Global Perspectives on Fast-Food History

The American hamburger is a relatively recent creation. Hamburgers were not commonly made in America until the early 20th century. The first hamburger fast-food chain was White Castle, founded in 1916 by J. Walter Anderson of Wichita, Kansas. He sold five cent hamburgers along with french fries and colas. White Castle thrived along with other fast-food operations. However, fast-food did not become a significant part of the American landscape until after World War II.

Richard and Maurice McDonald chalked out a design for a new type of hamburger restaurant on a tennis court in 1948. Their goal was to make the operation as efficient as possible. Compared with previous fast-food chains they planned to reduce their expenses, thereby permitting them to sell hamburgers at a lower price. They hoped that the lower price would increase the number of customers, the greater volume sold leading to higher profits. They also decided to concentrate on selling a few items. To test their ideas, they opened an octagonal-shaped hamburger stand in San Bernardino, California. Their operation eliminated waitresses and so greatly reduced operating expenses. They sped up the process of making hamburgers through a series of innovations permitting them to service more customers faster. They purchased eight Multimixers (machines that mixed six shakes simultaneously). The McDonald operation did not include indoor tables, and thus encouraged customers to order their food at a window and eat in their cars. At first they sold only hamburgers, cheeseburgers, french fries and beverages. These efforts to streamline and mass produce hamburgers paid off. In 1951, they grossed $275,000.

As efficient as their internal design was, the McDonald brothers concluded that they needed a new architectural design for their restaurant. Richard came up with the idea of constructing "golden arches" right through the roof which sloped upward toward the front. The McDonald brothers also decided to franchise their operation. Franchising permitted others to build McDonald's drive-ins throughout the nation, based upon the design developed in San Bernardino. Those receiving franchises paid the McDonald brothers a fee and a percentage of their sales. In 1953 newly-designed franchises opened in Phoenix, Arizona, and Downey, California.

The McDonalds' success encouraged others to imitate them. Based on his observation of their burger stand, Keith Cramer began a fast-food hamburger restaurant in Florida which eventually became the Burger King chain. In 1954 Ray Kroc, a salesman who sold Multimixers, visited the McDonald's operation. He was so impressed that he arranged with the McDonalds to sell franchises. Kroc opened his own McDonald's restaurant in Des Plaines, Illinois, and streamlined the operation even further. By the end of 1957 there were 37 McDonald's; by 1959 the total had reached over 100. By 1961 Kroc was so enamored of the drive-ins that he bought out the brothers and expanded his operation throughout America. In turn, Kroc's success encouraged the growth of other fast-food chains. Dave Thomas opened his first Wendy's restaurant in 1962 in Columbus, Ohio. By 1990 there were almost 11,803 McDonald's, 6,298 Burger King' s, and 3,721 Wendy' s fast-food establishments in the United States.

Other fast-food chains were developed to market main products such as chicken, pizza, tacos, sub-sandwiches, etc. Today, 160,000 fast-food restaurants serve more than 50 million Americans daily.

These businesses generate sales in excess of $65 billion annually. Why have fast-food chains expanded so rapidly during the last 40 years?

Handout #5: Soft Drinks Conquer America

Global Perspectives on Fast-Food History

Long before fast-food chains dotted our landscape, the cola industry was running full speed ahead. While apparatuses for making soda (Carbon dioxide, CO2) water were invented in the early 19th century, they became particularly important after the Civil War. In 1876 soda vendors popularized soft drinks at the Centennial Exposition held in Philadelphia. Alcoholic beverages had been banned at the exposition, and the summer proved to be extremely hot. Many fair goers liked what they drank and demanded soda drinks when they returned home. Soda fountains, which sold combinations of ice-cream and drinks composed of fruit syrups, sugar and soda water, sprung up around the nation. One early soda beverage which was destined for success was created by Charles E. Hires, a Philadelphia pharmacist. Originally called "Herb Tea" it became famous under the name of "Root Beer." It was considered "The National Temperance Drink." By 1893 three million bottles of Hires Root Beer were sold annually.

Coca-Cola was invented in 1886 by the Atlanta druggist John Pemberton, who blended extracts of two stimulants coca leaves and kola nuts-with sugar and other ingredients to produce a syrup. He considered it a cure for headaches and sold it as a medicine in drugstores. Pemberton's health failed in 1887, and he sold his business to Willis Venable for a total sum of $283. Venable mixed the Coca-Cola syrup with soda water and served it as a drink. Soda water gave Coca-Cola a sparkling, bubbling effervescence. Shortly after making this change, Venable sold the business to Asa Chandler, who began distributing the syrup throughout the South. Local druggists and soda fountain jerks combined the syrup with the soda water.

In 1890 Chandler sold a total of nine thousand gallons of Coca-Cola syrup annually. He plowed most of his profits back into his business, and his efforts paid off. Within nine years, sales reached 281,000 gallons of syrup. In the same year the first Coca-Cola bottling plant began operation in Chattanooga, Tennessee. Due to criticism by pharmacists and medical professionals, Coca-Cola began using spent coca leaves in the preparation of its syrup. By 1900 Coca-Cola's revenues topped $400,000.

There were several reasons for this early success, but the most important were Chandler's decisions to franchise the bottling operation and his decision to massively advertise his product. The decision to franchise made it possible for the Coca-Cola Company to concentrate on making the syrup. This was easily transported, and permitted bottlers to combine the syrup and soda. Chandler quickly developed a national distribution system. Chandler's advertising associated his "soft" drink with the temperance movement that opposed the production and sale of liquor. But advertising expanded to include a variety of other themes by the early 20th century. During this time Chandler spent more than 25 percent of Coca-Cola's annual budget on advertising. By 1904 Coca-Cola was the most recognized brand name in America.

Meanwhile, in New Bern, North Carolina, Caleb D. Bradham had also been experimenting with extracts of coca leaves, kola nuts and sugar. Bradham had purchased a pharmacy in 1893. At the drugstore's soda fountain Bradham experimented with concocting soft drinks for his friends. One beverage based upon an extract of the cola nut was first named "Brad's Drink," but by August 28,1898, he christened the new drink "Pepsi-Cola." The Pepsi-Cola Company was incorporated in 1902, and

Bradham began to rapidly expand his sales. By 1910 Bradham had franchised more than 300 bottlers in twenty-four states to produce Pepsi-Cola. But Bradham ran into financial problems and the company went into bankruptcy in 1922.

Pepsi-Cola was resurrected by a Wall Street broker, Roy C. Megarel. He controlled the company until 1931, when the company again went bankrupt. It was saved by Charles Guth, the president of a candy company. By 1934 Pepsi-Cola turned the corner and began purchasing bottling operations throughout the United States. By 1939 Pepsi's net earnings had risen to over $5.5 million.

Then World War II broke out. The war greatly affected the soft drink industry. Pepsi-Cola's and Coca-Cola's operations throughout the world were disrupted by German and Japanese conquests. In the United States, sugar rationing was imposed early in 1942. Rationing drastically restricted the amount of soft drinks that Pepsi-Cola could produce. The Coca-Cola Company, however, received contracts from the U.S. government to supply America's military with soft drinks.

After the war, the sugar restrictions were removed. Pepsi had a hard time competing with Coke. By 1950 the company was almost forced to declare bankruptcy for a third time, when a highly successful advertising campaign came to the rescue. Throughout the 1950s Pepsi continued to expand aggressively abroad, particularly into Latin America and Europe. During the 1960s Pepsi introduced several new products, including Mountain Dew and Diet Pepsi. In 1965 Pepsi bought the Frito-Lay company and renamed the new corporation PepsiCo. Subsequently, PepsiCo acquired several fast-food chains, including Pizza Hut, Taco Bell, and KFC (Kentucky Fried Chicken). All of these establishments sell Pepsi-Cola. Why have soft drink businesses been so successful?

Handout #6: Nutrition of Cheeseburgers and Colas

Global Perspectives on Fast-Food History

Burger King

Product	Calories	Cholesterol in grams	Salt in milligrams
Cheeseburger	318	50	661
Double cheeseburger	483	100	851
Whopper with cheese	935	194	1,245
Cola (27 oz.)	324	0	0

McDonald's

Product	Calories	Cholesterol in grams	Salt in Milligrams
Cheeseburger	305	0	210
Quarter Pounder w/cheese	510	115	1,090
Big Mac	500	100	890
Cola (32 oz.)	380	0	0

Wendy's

Product	Calories	Cholesterol in grams	Salt in Milligrams
Cheeseburger	410	80	760
Big Classic w/cheese	640	105	1,345
Big Classic, double w/cheese	820	170	1,555
Cola (28 oz.)	350	0	0

Adapted from Michael F. Jacobson and Sarah Fritschner, *Fast-Food Guide* (New York: Workman Publishing, 1991).

Handout #7: McCola Culture

Global Perspectives on Fast-Food History

The acts of eating and drinking encompass more than the mere satiation of biological needs. What we consume, and how we eat our food, is a reflection of our culture. Conversely, what we do in our daily lives molds and shapes culture. Soft drinks and fast-foods are both reflections of our American life-style as well as contributors to our growing pop culture.

Carbonated drinks were sold commercially before the 19th century as a "tonic" or medicine, but it was not until a Frenchman began adding fruit syrups to the soda water that soft drinks became popular. Soft drinks, as opposed to "hard" or alcoholic drinks, were sold in soda fountains, which became important during the late 19th century. Several factors contributed to the rapid expansion of soft drink enterprises in America: 1) the growth of the temperance movement encouraged "soft" drinks; 2) the development of "soda fountains" in drugstores competed with saloons as social meeting places; 3) women's groups, such as the Women' s Christian Temperance Union, supported the growth of soda fountains; 4) prohibition laws against alcohol were passed, particularly in many states in the South; and 5) finally, in 1919, the 18th Amendment to the U.S. Constitution prohibited the manufacture and sale of liquor. When prohibition was repealed in 1933, soft drinks and soda fountains were well established American institutions. The wedding of soft drinks and fast-food began with the rise of the first fast-food chain; and subsequently the complimentary relationship has flourished.

While fast-food stands began to pop up during the 1920s, the 1950s first witnessed their rapid proliferation. Several factors that contributed to this explosive growth: 1) America' s love affair with the automobile; 2) the construction of a major new highway system; 3) the development of suburban communities; and 4) the "baby boom" subsequent to World War II.

During the depression and World War II, Americans were unable to afford many automobiles. In the late 1940s and early 1950s the burgeoning American economy made car ownership possible for most middle class families. A sharp increase in the birth rate after World War II, known as the "baby boom," encouraged middle class families to purchase homes. Suburban development began shortly after the end of World War II, and dramatically increased as middle class families fled the inner cities for the suburbs. What made suburban living possible was frenetic highway construction during the 1950s. Without highways few Americans would have been able to live in the suburbs and work elsewhere. Life in the suburbs also would have been impaired without the means to feed those who lived there. Drive-in fast-food restaurants jumped in to meet this need.

Fast-food chains initially catered to automobile owners in suburbia. The notion of "fast" food reflected our American culture in which speed and efficiency are highly prized. Other cultures do not share these values. Some cultures prefer long lunch hours and they close their businesses during this time. With reference to food, many people prize the quality of the food, its unique preparations, and its unrushed consumption.

Soft drinks and fast-food chains, however, did not just reflect American values. They helped shape our life-styles. When one quaffs a Coke or Pepsi, thirst quenching is not the only matter at stake.

Advertisements have associated soft drinks with new tastes and new status. You must drink a certain beverage because it makes you feel young, sexy, strong, smart, cool, athletic, and fun-loving. Soft drink manufacturers have spent as much as 25 percent of their entire revenues on advertising to help fashion these images.

Likewise, in the fast-food arena, the "Big Mac" alone is not the enchantment of McDonald's. Consumers have come to appreciate the whole McDonald's experience: the drive-thrus; the playlands; the smile at the front counter; the toys and movies sold at the counter. McDonald' s happens to spend $ 1.4 billion a year advertising its services. Often these advertisements rely on sports figures to encourage potential customers to take advantage of their services. The experience of eating at McDonald' s is a way of life: an ideology of consumerism that is intrusive and subtle. What are other aspects of consumerism in America?

Handout #8: Mccola World

Global Perspectives on Fast-Food History

Since its founding, the Coca-Cola Company had global ambitions. In 1906 Coca-Cola opened its first operation outside the United States when it launched a bottling company in Cuba. Shortly thereafter soda fountains and bottling operations were instituted in Canada, Germany, Hawaii, the Philippines, Bermuda, Mexico, France and the United Kingdom. Woodruff dramatically expanded the international thrust of the operation. By 1930 Coca-Cola had sixty-four bottlers in twenty-eight countries. Likewise, Pepsi-Cola began to develop their international market, when they established operations in Canada in 1934. By 1936 they expanded to the United Kingdom, Mexico, the Dominican Republic, and shortly thereafter to Venezuela and Central America.

During World War II Coca-Cola dramatically expanded its international operations. As American military moved throughout the world, Coca-Cola went with them. Coke established bottling plants behind the lines as American forces moved into France, Germany, India, the Philippines, Australia and the United Kingdom.

Two good examples are their activities in Brazil and Japan. Brazil was introduced to Coca-Cola in 1942. By 1974 Brazilians were quaffing 56 million bottles of soft drinks, of which 58 percent were Coke products. Today, Brazilians drink the equivalent of 131 eight-ounce servings of Coke every year.

Coca-Cola was introduced to the Japanese during the American military occupation after World War II. By 1979 Coke boasted of 430,000 vending machines throughout Japan. Today, there are 870,000 vending machines, and the Japanese per capita consumption of Coke equals 144 eight-ounce servings per year. While the Coca-Cola Company has not acquired fast-food chains as PepsiCo has done, it does have close working relationships with companies such as McDonald's, which sells Coca-Cola products.

Likewise, PepsiCo's international division has also seen tremendous growth. Today it operates in 190 countries and receives about 29 percent of their revenue from foreign sales.

Coca-Cola, however, still remains the world's largest soft drink dispenser. It sells its products in almost 200 countries. Its global revenues exceed 80 percent of total sales. Reflecting this shift from cultivating solely a domestic market to embrace an international audience, Coke's commercials featured the songs "I'd Like to Teach the World to Sing" and "We Are the World."

Nor was the rapid growth of fast-food chains limited to the United States. Hamburger establishments caught on quickly in Canada and the United Kingdom. Today, there are few countries that do not sport an American fast-food restaurant, and these foreign establishments are expanding at a fast clip. McDonald's for instance, continues to flourish in other countries. By 1988 McDonald's had 2,600 locations abroad. In 1994 McDonald's counted over 4,500 restaurants in 73 other countries. Today, there are more than 8,000 restaurants in 101 countries.

McDonald's restaurants number over one thousand in Japan alone. The most popular restaurant in Japan measured by volume of customers is McDonald's, with Kentucky Fried Chicken in second place.

Today, France has 538 McDonald's restaurants; Australia, 615; Germany, (the home of the original "hamburger") 743; United Kingdom, 693; and Canada almost 900. When McDonald's opened its first restaurant in Minsk, over 4,000 Belorussians showed up forcing the operators to call in the police for crowd control. When it was constructed, the McDonald's in business near Red Square in Moscow was the largest in the world. Today, the largest McDonald's restaurant overlooks Tiananmen Square in Beijing. There are now 127 McDonald's in China, and more are under construction.

McDonald' s international sales already account for $15 billion out of a total of almost $32 billion. Of its total revenue, 59 percent of its corporate profits are generated by restaurants in other countries. And this is likely to increase. Every day three new McDonald's restaurants open some place in the world.

There are many reasons for the success of fast-food chains in other countries. Most chains have adapted to foreign cultures.

For instance, in addition to its usual fare, McDonald's sells wine in France, black currant shakes in Poland, salads with shrimp in Germany, vegetarian burgers in Holland and India, tatsuta chicken sandwich (with ginger and soy sauce) in Japan, and a salmon sandwich, called McLaks, in Norway. Other factors contributing to this success abroad are cleanliness, a family atmosphere, bathrooms, and air-conditioning in addition to efficient service. In addition, fast-food chains encourage employees to smile while interacting with customers. While these services may not seem unusual to you, many are great innovations in other countries.

Despite the rapid success of fast-food and soft drink enterprises throughout the world, there has been heated criticism of the affects on local cultures and businesses. Some consider the rapid expansion of soft drinks and fast-food chains as examples of an insidious American imperialism that is destroying local cultures and values. What do you think?